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| **Unit Title: Around the World with a Glass Slipper**  **Grade 1/Quarter 4/Unit 6** | | | | | | | | | | | | | |
| **Conceptual Lens:**    **In this sixth nine-week unit of first grade, students compare and contrast multiple versions of Cinderella while learning about continents and cultures.**    **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  In the previous unit, students were introduced to writing opinion pieces in the context of American contributions. In this unit, students look beyond America, but continue to focus on opinion writing. Each child chooses a favorite version of a fairy tale, such as Cinderella, and supports their choice with reasons. They continue to focus on similarities and differences in fiction and non-fiction texts. As the unit closes, the students examine artistic masks from various cultures and use descriptive words to tell about the masks.   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * Explain the difference between fiction and nonfiction texts. * Explain what is the same and different about characters’ experiences in stories. * Identify the main topic of an informational text. * Retell key details of an informational text. * Describe a connection between two individuals in a text. * Describe a connection between two events in a text. * Describe a connection between two ideas or pieces of information in a text. * Compare two texts on the same topic by telling how they are alike and different. * Read short informational texts and ask for help if needed. | * Identify opinion on a topic or book. * Support my opinion with a reason. * Write an opinion piece with introduction, opinion, supporting reason, and conclusion. * Use digital tools to produce and publish writing, including working with others. * Answer questions using information recalled and gathered. | * Recognize and read irregularly spelled words. * Read grade level text with fluency and expression in order to comprehend. * Add drawings or visual displays to clarify ideas, thoughts, or feelings. * Recognize and use complete sentences when speaking. * Capitalize dates and names of people. * Use end punctuation for sentences. * Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. * Spell new words by saying the words slowly and writing the sounds heard, and by using known spelling rules. * With adult support, tell the difference between similar verbs (look, peek, stare) and adjectives (large, gigantic). |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task should be completed during the week of April 30 –May 3, and scored using the Randolph County Schools rubric because it will be included as the third writing sample for the literacy folder.**   |  | | --- | | **Performance Task:**  **After reading many different versions of Cinderella, give the students this prompt: “Choose your favorite version of the story. Write an opinion piece based on your choice. Be sure to include the title of the book and at least two reasons why you think it is the best one. Remember to include a strong ending.”**  **\*Remember to use the Randolph County Schools rubric to score this year end performance task.** | |  | |   **Stage 3 – Learning Experiences** | | | | | | | | | | | | | |
| **Unit Progression** | | | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | | **Week 6** | | **Week 7** | | **Week 8** | **Week 9** | |
| **Big Ideas** | **Literacy:**  **Monitor comprehension,**  **compare/contrast texts, common long vowel patterns, continue opinion writing**  **Social Studies connection:**  **geographic terms (location, landforms, and water forms)**  **Science connection: differences in features of day and night sky** | **Literacy:**  **Activate and connect, compare/ contrast texts, common long vowel patterns, continue opinion writing**  **Social Studies connection:**  **Use geographic tools**  **to study and locate places**  **Science connection: differences in features of day and night sky** | **Literacy:**  **Ask questions, compare/contrast texts, common long vowel patterns, continue opinion writing**  **Social studies connection:**  **Cardinal directions and symbols on a map**  **Science connection:**  **sun, moon, and stars appear to move slowly across the sky** | **Literacy:**  **Visualize and infer,**  **Compare/ contrast texts, common long vowel patterns, assess opinion writing**  **Social studies connection:**  **Compare languages, traditions, and holidays of various cultures**  **Science connection:**  **Sun, moon, and stars appear to move slowly across the sky**  **Moon’s observable changes follow a pattern** | | **Literacy:**  **Determine importance,**  **poetry analysis, common long vowel pattern,**  **poetry writing**  **Social studies connection: Use literacy to help understand diverse cultures.**  **Science connection:**  **Sun, moon , and stars appear to move slowly across the sky**  **Moon’s observable changes follow a pattern** | | **Literacy:**  **Begin end of the year assessments – phonemic awareness (if needed), spelling inventory, running records**  **Social studies: review and complete any concepts not taught**  **Science connection:**  **Moon’s observable changes follow pattern** | | **Literacy:**  **Continue end of year assessments.**  **Social studies: review and complete any concepts not taught**  **Science connections:**  **Moon’s observable changes follow a pattern** | | **Literacy:**  **Review and re-teach**  **Social studies and science: review and complete any concepts not taught** | **Literacy:**  **Review and re-**  **teach** | |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  ***A Chair for My Mother* by Vera B. Williams**  ***Cinderella* - Disney version**  ***Chrysanthemum* by Kevin Henkes**  ***Adelita: A Mexican Cinderella Story* by Tomie dePoala**  ***Yeh-Shen: A Cinderella Story* retold by Ai-Ling Louie**  ***Rough Face Girl* by Rafe Martin**  ***Mufaro’s Beautiful Daughter: An African Tale* by John Steptoe**  ***Yeh Shen- A Play* Retold by Brenda Parkes (Rigby big book – 2nd grade)**  ***How To Make Masks* by Jane Shuter and Joe Brooker (Rigby big book – 2nd grade)**  ***Papa, Please Get the Moon for Me* by Eric Carle** | | | | | **Non –Fiction**  ***The Moon* by Fran Howard**  ***Fun With the Sun* by Melissa Stewart**  ***What the Sun Sees* by Nancy Tafuri**  ***Stars* by Steve Tomecek**  ***Day and Night* by Robin Nelson**  ***Day and Night* by Margaret Hall**  ***The Night Sky* by Robin Nelson (E book)**  ***The Sun is My Favorite Star* by Frank Asch**  ***What Makes Day and Night* by Franklyn Branley**  ***So That’s How the Moon Changes Shape!* by Allan Fowler**  ***The Moon Seems To Change* by Franklyn M. Branley** | | | | | | | | |
| **WEEK 1** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Lesson 1 – Think About the Text (Book 1)**   **(Look, listen, talk, write, and draw to express thinking)**   * **Text: Chair for my Mother** | | | | | | | | **Standards**  **RL.1.1**  **SL.1.5**  **SL.1.6** | | | **“I Can” Statements**  **I can ask and answer questions about key details in a text.**  **I can add drawings or visual displays to clarify my ideas, thoughts, or feelings.**  **I can use complete sentences when speaking.** | |
| **Essential Questions**  **Am I clear about what I just read?** | |
| **Unit Lessons**   * **Read the Disney version Cinderella (from Common Core ELA Text box)** | | | | | | | | **Standards**  **RL.1.9** | | | **“I Can” Statements**  **I can describe the adventures and experiences of characters in stories I hear.** | |
| **Essential Questions**   * **How do the experiences of characters in a story impact their feelings and responses.** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – early and middle)**  **Long vowel patterns: CVVC such as “ai”, “oa”, “ea”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | | | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Explorations in Nonfiction Writing by Stead and Hoyt (All lessons for the next 3 weeks are contained in the Respond section of this book.)**   * **Session 1 – Immersion and Pre-Assessment (p.238)** * **Session 2 – Drafting a Response (p.240)** * **Session 3 – Drafting (p.242)** | | | | | | | | **Standards**  **W.1.1**  **W.1.8** | | | **“I Can” Statements**  **I can identify my opinion on a topic or book.**  **I can support my opinion with a reason.**  **I can write an opinion with an introduction, opinion, supporting reason, and conclusion.**  **I can answer questions using information recalled or gathered.** | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **Why can’t we copy another person’s work.** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Resource: Harcourt Social Studies Communities Around the World**  **Unit 5:**   * **Lesson 1 – At Home and At School (p.117)**   **Science:**   * **Read *What the Sun Sees* by Nancy Tafuri, or *Day and Night* by Robin Nelson or Margaret Hall** * **Students use template to draw and write a sentence about what they like to do in the day and what they like to do at night.** * **Students share.** * **Begin having students observe and record what the moon looks like once a week. They will do this over the next 8 weeks.**  1. **Give students a strip of 18” long black construction paper. The strip should be 2” or 3” wide.** 2. **Have students fold the paper in half three times (which will make 8 sections when opened up).** 3. **Assign a day each week for the students to observe the moon; and discuss what they saw when they come to school the following day.** 4. **Have students use a white crayon, white colored pencil, or white chalk to record their observations.** | | | | | | | | **Standards**  **1.G.1.2**  **1.E.1.1**  **1.E.1.2** | | | **“I Can” Statements**  **I can find specific locations on a map.**  **I can draw myself participating in a daytime and nighttime activity.**  **I can draw the proper features in the day and night sky.** | |
| **Essential Questions**  **How can a map help me find things?**  **What are the differences in my activities in the day and night?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Social Studies: location | | | | | | |
| **WEEK 2** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Lesson 6 – Make Connections (Book 2)**   **(Use personal experience to construct meaning)**   * **Text: Chrysanthemum** | | | | | | | | | | **Standards**  **SL.1.2** | **“I Can” Statements**  **I can make connections to test using my schema.** | |
| **Essential Questions**  **What will help me make meaning from a variety of sources?** | |
| **Unit Lessons**   * **Read Adelita: A Mexican Cinderella Story (in the Common Core ELA box)**   **(Over the next several weeks different versions of Cinderella will be read and compared and contrasted.)** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – early and middle)**  **Long vowel patterns: CVVC such as “ai”, “oa”, “ea”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Explorations in Nonfiction Writing by Stead and Hoyt**   * **Session 4 – Drafting Connections (p. 244)** * **Session 5 – Editing and Publishing a Response (p. 246)** * **Session 6 – Launching the Individual Project (p. 248)** | | | | | | | | | | **Standards**  **W.1.1**  **W.1.8** | **“I Can” Statements**  **I can identify my opinion on a topic or book.**  **I can support my opinion with a reason.**  **I can write an opinion with an introduction, opinion, supporting reason, and conclusion.**  **I can answer questions using information recalled or gathered.** | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **Why can’t we copy another person’s work.** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Resource: Harcourt Social Studies Communities Around the World**  **Unit 5:**   * **Lesson 2 – Finding Where You Are**   **Science:**   * **Watch “Night and Day” on *Discovery Education Streaming.*** * **Complete a Venn diagram on the Smart Board which compares night and day.** * **Visit this web site for a lesson on what causes day and night:** [**www.beaconlearningcenter.com/WebLessons/AsTheEarthTurns/turn.03a.htm**](http://www.beaconlearningcenter.com/WebLessons/AsTheEarthTurns/turn.03a.htm) * **Use a globe and flashlight to demonstrate day and night.** * **Be sure to have students observe and draw the moon sometime this week.** | | | | | | | | | | **Standards**  **1.G.1.3**  **1.E.1.1**  **1.E.1.2** | **“I Can” Statements**  **I can identify and use map symbols.**  **I can name the differences in the day and night sky.** | |
| **Essential Questions**  **How do map symbols help me find locations of places?**  **How are the day and night sky different?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Social Studies: neighborhood, state, border, continent | | | | | | | **Tier Three ELA Words** | | |
| **WEEK 3** | | | | | | | | | | | | | |  | |  | | **WEEK 3** |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Lesson 9 – Ask Questions (Book 3)**   **(Ask questions when you read, listen, and view.)**   * **Text: What’s the Weather Out There? (nonfiction short text in Keep Reading book)** | | | | | | | | | | **Standards**  **SL.1.2** | **“I Can” Statements**  **I can ask and answer questions about key details in a text.** | |
| **Essential Questions**  **What will help me make meaning from a variety of sources.** | |
| **Unit Lessons**   * **Read Yeh-Shen: A Cinderella Story from China retold by Ai-Ling Louie (in Common Core ELA box)** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – early and middle)**  **Long vowel patterns: CVVC such as “ai”, “oa”, “ea”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Explorations in Nonfiction Writing by Stead and Hoyt**   * **Session 7 – Drafting and Revising (p. 250)** * **Session 8 – Drafting and Revising (p. 252)** * **Session 9 – Editing (p. 254)** | | | | | | | | | | **Standards**  **W.1.1**  **W.1.8** | **“I Can” Statements**  **I can identify my opinion on a topic or book.**  **I can support my opinion with a reason.**  **I can write an opinion with an introduction, opinion, supporting reason, and conclusion.**  **I can answer questions using information recalled or gathered.** | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **Why can’t we copy another person’s work?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Resource: Harcourt Social Studies Communities Around the World**  **Unit 5**   * **Lesson 3 – Land and Water (p.129)** * **Power Point on the Wiki Landforms first grade**   **Science:**   * **Read *The Sun is My Favorite Star* by Frank Asch.** * **Identify a landmark outside of your school (a tree, swing set, etc.). At a different time each day for three or four days have your students go to that landmark and observe where the sun is located in relation to the object. Have students draw the object and position of the sun and write the time.** * **Discuss how the sun appears to move at different times of the day.** * **Visit this web site for students to click on questions and answers about stars:**   **www.coolcosmos.ipac.caltech.edu/cosmic\_kids/AskKids/starbright.shtml**   * **Be sure students observe and draw the moon once this week.** | | | | | | | | | | **Standards**  **1.G.1.1**  **1.E.1.1**  **1.E.1.2** | **“I Can” Statements**  **I can identify and describe the physical features of landforms and bodies of water.** | |
| **Essential Questions**  **What is the land like where I live?**  **I can draw pictures at different times of day to show how the sun’s position changes.**  **I can describe how stars are spread across the sky and that they are not all the same brightness or color**  **Essential Question**  **Does the sun seem to move in the sky during the day?**    **How many stars are in the sky and are why are some easier to see than others?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  **Social Studies: mountain, hill, valley, plain, ocean** | | | | | | |
| **WEEK 4** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Lesson 12 – Infer Meaning (Book 4)**   **(Merge background knowledge with clues from the text)**   * **Text: any poem from Honey, I Love** | | | | | | | | | | **Standards**  **L.1.5** | **“I Can” Statements**  **I can use what I know to figure out what I don’t know.** | |
| **Essential Questions**  How do I use what I know to figure out what I don’t know? | |
| **Unit Lessons**   * **Reread Disney version of Cinderella (in Common Core ELA box)** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – early and middle)**  **Long vowel patterns: CVVC such as “ai”, “oa”, “ea”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Refer to Stage 2 – Assessment section of this ELA unit**  **\*Assessment Sample #3**  **On Demand Opinion Writing – Score on RCS rubric and place in literacy folder.** | | | | | | | | | | **Standards**  **W.1.1**  **W.1.8** | **“I Can” Statements**  **I can identify my opinion on a topic or book.**  **I can support my opinion with a reason.**  **I can write an opinion with an introduction, opinion, supporting reason, and conclusion.**  **I can answer questions using information recalled or gathered.** | |
| **Essential Questions**  **What do good writers do?**  **What’s my purpose and how do I develop it?**  **What do good researchers do?**  **Why can’t we copy another person’s work.** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Resource: Harcourt Social Studies Communities Around the World**  **Unit 5:**   * **Lesson 4 – People and Places (p. 135)** * **Discovery Education Streaming Landforms : Number 1**   **Science:**   * **View the following segments of “Closer Look at Space: The Moon” on *Discovery Education* streaming:**   **-Introduction**  **-Physical Characteristics (Stop after this segment and relate moon landforms to the landforms on earth taught in social studies.)**  **-Movement**  **-Phases**   * **Make sure students observe and draw the moon one day this week.** | | | | | | | | | | **Standard**  **1.C.1**  **1.E.1.2** | **“I Can” Statements**  **I can name the place where I live.** | |
| **Essential Questions**  **Where do I live (city, suburb, or farm)?**  **I can record the changes in the shape of the moon by drawing it.**  **Essential Question**  **How does the moon’s shape change over time?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Social Studies: city, suburb, farm  Science: rotation, phases | | | | | | |
| **WEEK 5** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | * **Comprehension Tool Kit Lesson** * **Lesson 16 – Determine What’s Important (Book 5)**   **(Separate important information from interesting details.)**   * **Text: any nonfiction text** | | | | | | | | | | **Standards**  **RI.1.7** | **“I Can” Statements**  **I can separate important details from interesting facts.** | |
| **Essential Questions**  **Why does figuring out what is important help to understand the text.** | |
| **Unit Lessons**   * **Read Rough Face Girl by Rafe Martin** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – early and middle)**  **Long vowel patterns: “igh”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions** | |
| **Writer’s Workshop** | **Resource: Lucy Calkins’ Units of Study- Unit 7 book**   * **Session 1 – Seeing With Poets’ Eyes (p.1)** * **Session 2 – Listening For Line Breaks (p. 11)** * **Session 3 – Hearing the Music in Poetry (p.22)** * **Session 4 – Putting Powerful Thoughts in Tiny Packages** | | | | | | | | | | **Standards**  **W.1.2** | **“I Can” Statements**  **I can select a topic and identify facts to share.** | |
| **Essential Questions**  **What’s my purpose and how do I develop it.** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Resource:**   * **Wiki Power point Mexico**   **Science:**   * **Read *The Moon Seems to Change* by Franklin M. Branley** * **Have students record the phase of the moon sometime this week.** | | | | | | | | | | **Standards**  **1.C.1.1**  **1.E.1.1** | **“I Can” Statements**  **I can contrast the differences in location, language, and traditions of people in different countries.** | |
| **Essential Questions**  **How are people in other countries different from each other?**  **I can record the phases of the moon by drawing it.**  **Essential Question**  **How does the moon’s shape change over time?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  **Social Studies: Mexico, Africa, China, continent** | | | | | | |
| **WEEK 6** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Lesson 20 – Read to Get the Big Ideas (Book 6)**   **(Synthesize the text.)**   * **Text: Don’t Trash the Earth (short text from Keep Reading book)** | | | | | | | | | | **Standards**  **RI.1.2** | **“I Can” Statements**  **I can determine the central message or lesson found in a story using key details.** | |
| **Essential Questions**  **Am I clear about what I just read? How do I know?** | |
| **Unit Lessons**   * **Read Mufaro’s Beautiful Daughters: An African Tale by John Steptoe** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – late)**  **Other vowel patterns: such as “ou”, “oi”“ew”, “aw”, “ow”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Lucy Calkins’ Units of Study – Unit 7 book**   * **Session 5 – Finding Ingredients for a Poem (p. 39)** * **Session 6 – Showing, Not Telling (p. 47)** * **Session 7 – Hearing the Voices of Poetry (p. 55)** * **Session 8 – Searching for Honest, Precise Words (p. 63)** | | | | | | | | | | **Standards**  **W.1.2** | **“I Can” Statements**  **I can select a topic and identify facts to share.** | |
| **Essential Questions**  **What’s my purpose and how do I develop it?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Activity – Students will create a map of their home or bedroom.**   * **Visit this web site to see the phases of the moon for the month:** [**http://stardate.org/nightsky/moon**](http://stardate.org/nightsky/moon) * **Compare their recordings to what is listed on the calendar.** * **Students record the phase of the moon sometime this week.** | | | | | | | | | | **Standards**  **1.G.1.2** | **“I Can” Statements**  **I can draw a map of my home or bedroom.** | |
| **Essential Questions**  **How can a map help me find things?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Social Studies: map | | | | | | | **Tier Three ELA Words** | | |
| **WEEK 7** | | | | | | | | | | | | | |  | |  | | **WEEK 3** |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Choose another text to summarize and synthesize** | | | | | | | | | | **Standards**  **RI.1.2** | **“I Can” Statements**  **I can ask and answer questions about key details in a text.** | |
| **Essential Questions**  **What will help me make meaning from a variety of sources.** | |
| **Unit Lessons**   * **Read other fairy tales, including versions from other countries.** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – late)**  **Other vowel patterns: such as “ou”, “oi”“ew”, “aw”, “ow”**   * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards** | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Lucy Calkins’ Units of Study – Unit 7 book**   * **Session 9 – Patterning on the Page (p. 73)** * **Session 10 – Using Comparisons to Convey Feelings (p. 81)** * **Session 11 – Contrasting Ordinary and Poetic Language (p. 89)** * **Session 12 – Stretching Out a Comparison (Sustaining a Metaphor) (p. 97)** | | | | | | | | | | **Standards**  **W.1.2** | **“I Can” Statements**  **I can select a topic and identify facts to share.** | |
| **Essential Questions**  **What’s my purpose and how do I develop it.** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Activity – Draw a map of the classroom.**  **Science:**   * **Read *So That’s How the Moon Changes Shape!* By Allan Fowler** * **Students record the phase of the moon.** * **Visit this web site for a demonstration of how the moon phases change as the moon revolves around the earth:**   **http://www.harcourtschool.com/activity/moon\_phases** | | | | | | | | | | **Standards**  **1.G.1.2**  **1.E.1.2** | **“I Can” Statements**  **I can draw a map of the classroom.** | |
| **Essential Questions**  **How can maps help me find places?**  **I can describe and record the different phases of the moon**  **Essential Question**  **How does the moon change over a month’s time.** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |
| **WEEK 8** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Review** | | | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Unit Lessons**   * **Read other fairy tales, including versions from other countries.** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**   * **Phonics Lesson**   **Resource: Words Their Way (Word Sorts for Within Word Pattern – late)**  **Other vowel patterns: such as “ou”, “oi”“ew”, “aw”, “ow”**     * **Chant and spell RCS sight words chosen for the week**   **Small Group Guided Reading Daily Lessons**   * **Jan Richardson guided reading lessons** | | | | | | | | | | **Standards**  **L.1.2d**  **RF.1.3**  **RF.1.4** | **“I Can” Statements**  **I can use common long vowel spelling patterns when writing words.**  **I can recognize and read irregularly spelled words.**  **I can read grade level text with fluency and expression in order to comprehend.** | |
| **Essential Questions**  **Why do the rules of language matter?** | |
| **Writer’s Workshop** | **Resource: Lucy Calkins’ Units of Study – Unit 7 book**   * **Session 15 – Revising and Editing Poetry (p. 125)** * **Publish a poem from each child by having each one type the poem in the computer lab. Compile into a class poetry anthology.** * **Celebrate by having each child read his/her poem aloud.** | | | | | | | | | | **Standards**  **W.1.2**  **W.1.6** | **“I Can” Statements**  **I can select a topic and identify facts to share.**  **I can use digital tools to produce and publish my writing.** | |
| **Essential Questions**  **What’s my purpose and how do I develop it.**  **Final product: What does it take?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Social Studies: Wiki Power Point China and Africa**  **Science:**   * **Students observe and draw the moon sometime this week.** * **Visit the stardate web site from week six (http://stardate.org/nightsky/moon) to compare students’ final moon recordings with the phases pictured for the past two months on stardate.** * **Culminate the unit with the Oreo moon phase activity (attached to this unit).** | | | | | | | | | | **Standards**  **1.G.1.3**  **1.E.1.2** | **“I Can” Statements**  **I can find my school using digital tools.** | |
| **Essential Questions**  **How can digital tools help me find places?**  **I can observe and record the phases of the moon.**  **I can describe the pattern of phases, and predict what will come next.** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words**  Social Studies: Google, Google Earth, Google Map | | | | | | |
| **WEEK 9** | | | | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**   * **Review any lessons you feel that your students need.** | | | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Unit Lessons**   * **Read other fairy tales, including versions from other countries.** | | | | | | | | | | **Standards**  **RL.1.9**  **1.C.1.2** | **“I Can” Statements**  **I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.**  **I can use literature to understand diverse cultures.** | |
| **Essential Questions**  **What can different versions of the same story teach us about different cultures?** | |
| **Other Whole Group Reading Learning Experiences**  **Review Word Wall words and spelling patterns.** | | | | | | | | | | **Standards** | **“I Can” Statements** | |
| **Essential Questions** | |
| **Writer’s Workshop** | Revisit types of writing done throughout the year.   * Help students remember types of writing done this year by compiling a list. * Let students choose one type and write. * Have students share their writing with their writing partner. | | | | | | | | | | **Standards**  **W.1.2**  **W.1.3**  **W.1.1** | **“I Can” Statements**  **I can write an informative paper with a topic, facts, and an ending sentence.**  **I can write a story with events placed in the correct order.**  **I can write an opinion piece.** | |
| **Essential Questions**  **What’s my purpose and how do I develop it?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons: Do Google Earth and look at your school.** | | | | | | | | | | **Standards** | **“I Can” Statements**  **I can find my my school.** | |
| **Essential Questions**  **Where is my school?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | | | | **Tier Three ELA Words** | | | | | | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Songs:**  ***Continent Song***  ***We‘ve Got the Whole World in Our Hands***  ***Star Light Star Bright***  **Art:**  **Masks from Africa. See attachment for directions.** |

**Unit Resources**

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| **Week 1** | * **Comprehension Toolkit book 1** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 2** | * **Comprehension Toolkit book 2** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 3** | * **Comprehension Toolkit book 3** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 4** | * **Comprehension Toolkit book 4** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 5** | * **Comprehension Toolkit book 5** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 6** | * **Comprehension Toolkit book 6** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 7** | * **Comprehension Toolkit book 6** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 8** | * **Comprehension Toolkit** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |
| **Week 9** | * **Comprehension Toolkit** * **The Next Step in Guided Reading by Jan Richardson** * **Words Their Way by Bear, Invernizzi, Templeton, Johnston** * **Explorations in Nonfiction Writing by Stead and Holt** * **Harcourt Social Studies: Unit 5** |